

Bridgewater School District 43-6 School District Improvement/Progress Report Form

Principle: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district does not consider the child's individual needs when making the determination of needed evaluation data.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will determine evaluation data necessary to support eligibility and the child's special education needs.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Each child's individual needs will be considered when making the determination of needed evaluation data. The BASC form will not be part of a standard behavioral assessment given to all students regardless of behavioral concerns as previously directed by the Cornbelt Cooperative.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Prior Notice will include documentation of a child's needs in the area of behavioral assessment. The prior notice form will include behavioral assessment if the team determines it is necessary. What data will be given to SEP to verify this objective? The special education staff will review files report the number of files checked and state the percentage that had completed referral reviews with the prior notice for evaluation.	Ongoing throughout this year and next	Special Education Personnel	Met 12/27/04	(Filled in by SEP)

6 month update 10/19/04
Closed 12/27/04 X

Please explain the data (6 month) Four students completed re-evaluations, one student was a new referral, and one student was a transfer from another state since February, 2004. Eleven re-evaluations are coming due in 2005. After reviewing the completed evaluations, 100% of the files showed documentation that the IEP team considered existing data about the child, and as a team determined which evaluations would be appropriate. The IEP team included teachers, parents, para professionals. principal, speech, and the special education teachers. Parent comments, classroom performance, testing information, as well as observations are recorded on all forms.				
Please explain the data (12 month)				
2. What will the district do to improve? The Cornbelt Cooperative will no longer require districts to complete a behavioral assessment on every student regardless of behavioral concerns. What data will be given to SEP to verify this objective? New forms designed and printed by the Cornbelt Cooperative will be submitted to SEP documenting the change.	Prior to May 1 st	Cornbelt Cooperative	Met 12/27/04	
Please explain the data (6 month) Out of the six completed evaluations, one required a behavioral assessment, due to behavioral concerns. Therefore, the special education staff is in compliance.				
Please explain the data (12 month)				
3. What will the district do to improve? The Cornbelt Cooperative will develop a new Prior Notice form revising the permission to evaluate section, to verify that behavioral assessments are only administered on an individual basis. What data will be given to SEP to verify this objective? Bridgewater will submit to SEP a revised Prior Notice Form citing the revisions.	Prior to May 1st	Special Education Director	Met 12/27/04	
Please explain the data (6 month) The new Prior Notice Form has already been submitted, and has been used since receiving the new forms from the Cornbelt coop.				
Please explain the data (12 month)				

School District Improvement/Progress Report Form

Principle: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) A written summary of functional information was not consistently included in the evaluation report or present levels of performance, therefore present levels of academic performance, progress in the general curriculum, development of annual goals and short term instruction objectives did not link to evaluation.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will include a written summary of functional information in the evaluation report and use this information to develop the IEP.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The functional assessment information will be summarized into the evaluation report. Functional assessment results will be used to develop present levels of performance as well as the goals and objectives of the IEP.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? -Initial/three-year evaluations will include a functional assessment summary and the functional information will be used to development the present levels of performance section of the IEP. -The district coordinator will review all completed functional assessment summaries and the present levels of performance section of the IEP. What data will be given to SEP to verify this objective? - Data will be submitted to SEP regarding how many initial and reevaluations were reviewed and how many functional assessment summaries were found on the evaluation reports and present levels of performance section of the IEP.	Prior to May 1	Special Education Personnel	Met 12/27/04	(Filled in by SEP)

6 month update 10/19/04
Closed 12/27/04 X

Please explain the data (6 month) Six of six, or 100% of the completed evaluations included functional assessments. Specific data from the functional assessments were included in the present levels of performance on each IEP. The goals and objectives were based on the functional assessment information written in the present levels of performance section of the IEP. The district coordinator has reviewed the functional assessments summaries upon completion of each evaluation.				
Please explain the data (12 month)				
2. What will the district do to improve? The functional assessment summary on the evaluation report will be used to develop present levels of performance and goals and objectives on the IEP. What data will be given to SEP to verify this objective? The special education staff will report the number of files checked and state the percentages of completed multidisciplinary evaluations, which include functional assessments. The special education staff will report the number of files and state the percentages which contain functional assessment data in the present level of performance.	Prior to May 1	Special Education Personnel	Met 12/27/04	
Please explain the data (6 month) Twenty out of twenty, or 100%, of the multidisciplinary evaluations and annual IEP's reviewed included annual goals and objectives directly related to the functional assessment data.				
Please explain the data (12 month)				

School District Improvement/Progress Report Form

Principle: Appropriate Evaluation
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Transition evaluations were not administered prior to age 16 to assist in developing transition services and activities.
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will administer transition evaluations prior to age 16 to assist with developing transition services and activities.

6 month update 10/19/04
 Closed 12/27/04 X

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students will receive transition evaluations to assess needs and establish goals prior to age 16.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Transition evaluations/inventories will be administered to all students requiring transition evaluation prior to age sixteen. What data will be given to SEP to verify this objective? Special education staff will review files, report the number of files checked and state the percentage that had completed referral reviews with the prior notice for evaluation.	Prior to May 1st	Special Education Personnel	Met 12/27/04	(Filled in by SEP)
Please explain the data (6 month) One student requiring a transition evaluation was completed. A transition evaluation was completed.				
Please explain the data (12 month)				
2. What will the district do to improve? The high school special education teacher will make a table listing the student's birthdays and required transition evaluation dates. What data will be given to SEP to verify this objective? Special education staff will submit a total number of files reviewed and the number of transition evaluations completed correctly.	Prior to May 1st	High school special education teacher	Met 12/27/04	
Please explain the data (6 month) The student's birthdays and required evaluation transition dates were compiled and placed on index cards. Of the files reviewed one transition evaluation was required, or 100%, and was completed on time.				
Please explain the data (12 month)				

School District Improvement/Progress Report Form

Principle: Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Functional assessment and transition assessment was not included in the present levels of performance and was not linked to annual goals and short term instructional objectives.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will use functional information to develop the present levels of performance, annual goals and short term instructional objectives.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All student evaluations will contain functional assessments and transition assessments which will be used to develop IEPs.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Special education staff will review all files for functional and transition information. After the functional and transition needs have been identified and goals & objectives developed from that information, the Tools for Transition curriculum will be used to meet the transition goals and objectives on the IEP. What data will be given to SEP to verify this objective? Special education staff will report the number of files reviewed and state the percentage that included transition and functional information in the present levels of performance annual goals and short term objectives.	Prior to May 1st	high school special education teacher	Met 12/27/04	(Filled in by SEP)
Please explain the data (6 month) Of the files reviewed, in the middle school/high school 14 IEP's were reviewed, 12 required functional and transition needs to be addressed. Twelve of twelve, or 100%, contained the required functional and transitional information. Of the twelve files reviewed, twelve of twelve, or 100%, included functional and transitional information in the present levels of performance and annual goals and objectives.				
Please explain the data (12 month)				